



Thriving Queensland
Kids **Partnership**

connect • catalyse • learn



Thriving PLACES Thriving KIDS Collaborative

February 2024 Meeting Report





1. Let's Connect

PURPOSE: To welcome and allow time for collaborators to connect across the network

1.1 The Thriving PLACES, Thriving KIDS Collaborative

Thriving Places Thriving Kids (TPTK) Collaborative aims to create a space where:

- innovation will be sparked,
- learning is embraced, and
- place leaders are equipped and supported to catalyse change across the system.

The purpose of TPTK is:

- to support collaborators and catalysts involved in child and youth focused, place-based initiatives in Queensland.
- to identify systems enablers, barriers, and systems-shifting proposals for change.
- to contribute to national, state and regional strategies and initiatives that enable place-based work.

1.2 The TPTK Collaborative February 2024 gathering

We had over 35 people join the February TPTK Collaborative, from a range of places, lands and organisations:

• Thriving Queensland Kids Partnership • SEER Data and Analytics • The University of Queensland • Griffith University • Children's Health Queensland • yourtown • Tim Fairfax Family Foundation • Department of Social Services • Western Downs Regional Council • Kitchen Garden Foundation • Misson Australia • Arc Blue • Queensland University of Technology • Cairns South Together	• University of Southern Queensland • Real Well • Hand Heart Pocket • Department of Communities (Qld) • Department of Health (Qld) • The Smith Family • Act For Kids • Salvation Army • Helping Hands Network Foundation • Brisbane South PHN • SMBI • Department of Education (Qld) • Dusseldorp Forum • Together 4 Lockyer
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A number of apologies were received for the meeting. A full list of collaborators can be found in appendix 1.

We moved people into small groups to connect with each other and share what their “superpower” is. Some of what was shared amongst the groups included:

- recognising strengths and people in place and connecting them
- passion for trying to improve services to vulnerable populations
- deep listening in community and really sitting still to learn and listen and understand what some of the barriers are, but also the opportunities
- making the right connections in a seamless way for community
- untying knots and weaving connections and systems
- evaluation, research, innovation
- hunger for learning
- data
- being able to quickly say the strength and skill sets that people bring, their soft skills, their passions, and helping them see how that can contribute to what others are doing
- unwavering enthusiasm for making the world a better place



2. Let's Learn

PURPOSE: To provide an overview of the Queensland Place-based Rivermap, outline the identified innovation opportunities, and explore where the TPTK Collaborative sees the most value.

2.1 Queensland Place-based Rivermap

“When a system is far from equilibrium, small islands of coherence have the capacity to shift the entire system.” Ilya Prigogine

The aim of the Queensland Place-based Rivermap is to propose collective systemic actions needed to support place-based initiatives so that they can enable all children, young people, and families to thrive in place.

Place-based approaches (PBA) are increasingly moving to the centre of policy and investment design and are among the most promising methodologies to support long-term community change. This is creating an exciting and unprecedented level of interest in PBAs at a local and national level, and an urgency to embrace the opportunities this brings for creating impact.

When it comes to a collaborative approach to supporting and scaling PBAs, there is a clear rationale for developing a Rivermap.

There is still significant need for PBAs because:

- Six of the ten most disadvantaged communities in Australia are located in Queensland; and
- Queensland Statistical Area Level 2 (SA2s) accounted for 41% of the most disadvantaged locations across all indicators in the [2021 Dropping off the Edge report](#).

The TPTK Collaborative has also shed light on several challenges, rubs, and frustrations within the systems, along with significant gaps between the imperfect worlds of place-based policy and practice.

But there are also significant opportunities, including the following:

- Queensland has a long history of delivering PBIs and some of Australia's most developed PBAs have arisen in Queensland, hence there is much to leverage from.
- The *Thriving PLACES, Thriving KIDS Collaborative* is supported by the *Thriving Queensland Kids Partnership* – a unique intermediary bringing together over 500 leaders and practitioners and dozens of institutions working together to improve outcomes for Queensland kids, their families and their communities.
- Philanthropy is well organised in Queensland with the Queensland Kids Funders Alliance prioritising place-based investment as part of its structured relationship with the Queensland Government.

The Question: How might we build the enduring infrastructure and resourcing flows required to scaffold and sustain place-based approaches for future generations?

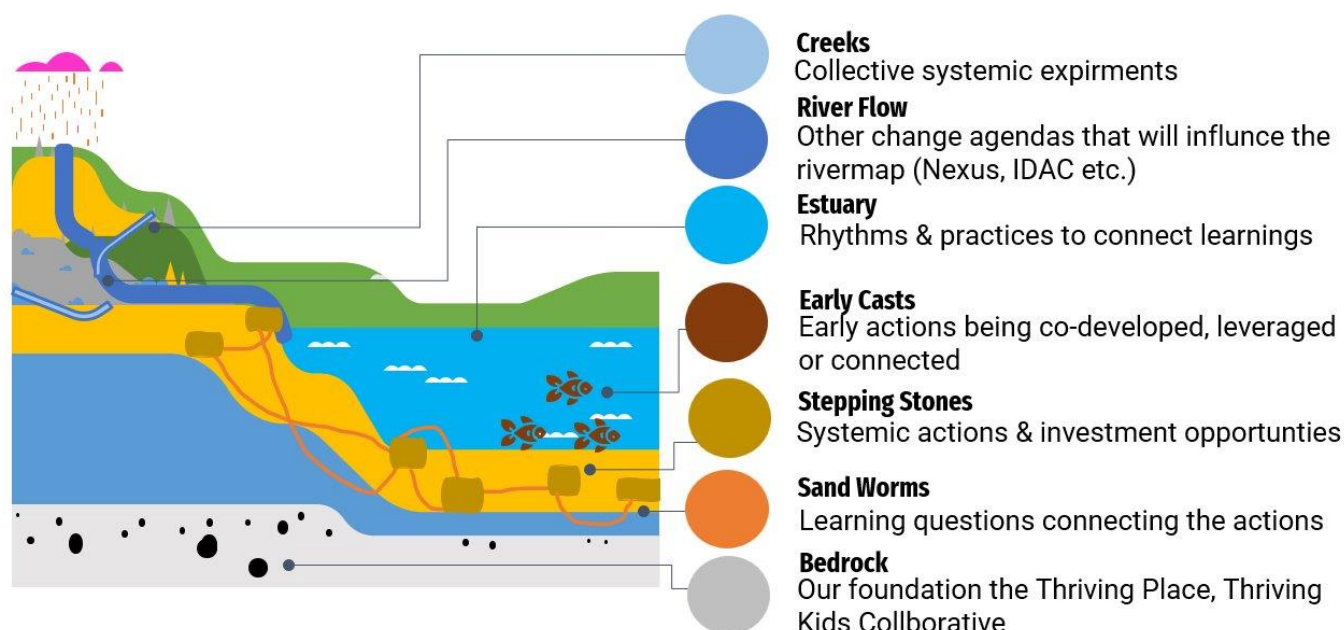
Through engagement, conversations and deep listening, we have uncovered several stepping stones (challenges and opportunities) which we present below, ordered around the six levers of system change. The Rivermap will live out TQKP's guiding principle of *“using who and what we have, and what we know and learn”* as a starting point for making change. Together, the TPTK Collaborative will build the Rivermap by creating a *“learning ecosystem”* that leverages the contributions of community leaders, government partners, researchers, and philanthropy.

We acknowledge and draw upon the constellation of policy work and research on what works at a national and state level, which impacts and influences the ways place challenges are supported or rectified. The Rivermap recognises the foundational work occurring to develop a National Centre for Place-Based Collaboration (Nexus Centre) and has sought to align and connect, ensuring that we do not duplicate activities or effort.



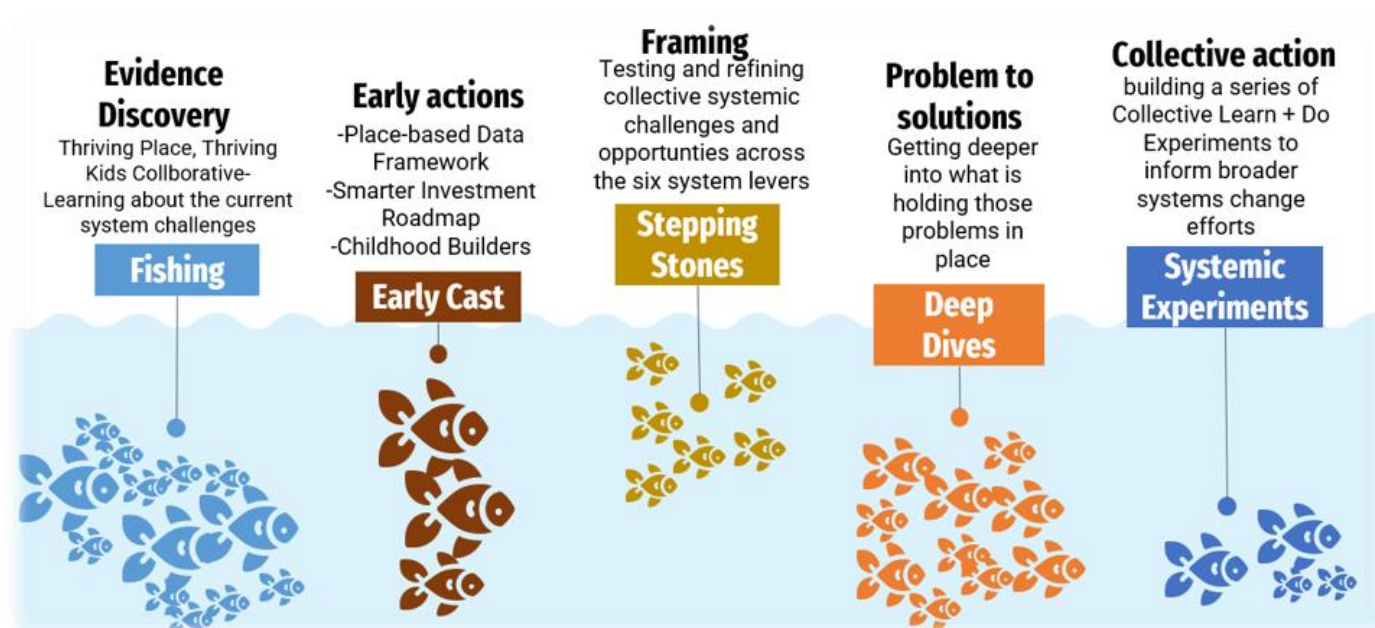
2.2 The River System Metaphor

"To see change, we need a 'portfolio of experiments' ... When these experiments coalesce around a shared mission, they are useful signals of what might be possible and exploring new terrain." Christian Bason



2.3 Swimming the Rivermap of co-creation

"Relationships and possibilities breed one another." Charles Leadbeater





2.4 Learning for systems Innovation

Our learning Partner: the Griffith Centre for Systems Innovation

TQKP contracted the Griffith Centre for Systems Innovation (GCSI) to frame a learning partnership focused on developing opportunities for learning for systems innovation, which can support the TPTK Collaborative to evolve Place-based approaches and generate the momentum towards solutions (learning and doing + doing and learning).

The key principles for our learning for systems innovation:

- Ensure the engagement builds on and advances knowledge already generated, and that it continues to draw on and support sense-making from multiple perspectives, including community.
- Focus on questions that are not being explored by others and which help to frame the future input to other place-based and system-influencing processes.
- Work with existing TPTK collaborative questions but go deeper to increase coherence and sensemaking.
- Develop action-focused learning questions, which help transfer learnings into actions in practical ways and encourage dreaming and creativity.

Deep Dive Interviews

Interviews undertaken with 17 place-based leaders and supporter in locally, nationally, and internationally to:

- develop a deeper understanding of key system challenges impacting place-based effort
- identify opportunities for experiments & interventions.

Workshop

Design workshop with over 25 key stakeholders to:

- reflect on the themes from the interview
- provide input to the Rivermap
- prioritise the learning questions and approaches
- start the process of experimentation.

Sensemaking

Learning partner workshop to:

- analyse previously gathered data and evidence
- explore the best leverage points for the Queensland ecosystem, ensuring we were not duplicating work underway at a state or national level.

The learning questions were identified as:

1. What systems innovation do we need to put in place now to create the conditions that will enable PBIs to support Queensland kids to thrive in the next 12 months?
2. What infrastructure builds the necessary relationships for people at all levels of the system to do what needs to be done, so that the PBIs can support Queensland kids to thrive?
3. How can practice-based learning flow between system actors and communities and across places in non-extractive ways to inform and strengthen innovation?

2.5 Key Insights

The interviews and workshop acknowledged strong support for all problem statements, with some refinements. However, they also:

- noted interconnections and dependencies, and that change in one area was likely to require and/or stimulate changes in others, and
- identified missing nuances, especially the visibility of children.



They also identified the need to understand the ground underneath the problems and what connects them to each other. If we change one, what does this mean for another?

Along with the refined problem statement, three further themes also emerged:

- (1) the increasing messiness between policy and practice
- (2) the importance of building the enduring infrastructure and resource flows for place-based work to continue in the future, and
- (3) cultural misalignment of approaches, values, and services.

There was overwhelming support for the approach to:

- support the doing and learning of prioritised fields of experiments at different layers in the system,
- focus on leveraging and connecting existing initiatives, and
- convene learning events.

2.6 Opportunities for system innovation

The quest of the Rivermap has been to understand the drivers, generate options, and align the resources and experience required to solve the challenges at hand. We acknowledge that it is not one single project or activity that will make the systemic change needed.

Systemic Experiments Opportunities

ENGAGED PUBLIC – Partner with Local Government to explore their role in PBIs and opportunities to align governance with local needs and community rhythms.

INTEGRATED DELIVERY – Design and implement a network model that develops and supports a pipeline of emerging community-led PBIs, connects them to supports and resources at a network-level, and codifies and documents learnings.

SMARTER INVESTMENT – Trial an approach in place that engages communities and funders to develop a shared implementation perspective that shifts investment in place to prioritise what matters.

STRONGER WORKFORCES – Develop a capability approach that closes the gap between understanding and practice, attributes and skillsets, and working in complexity.

System Leverage Opportunities

DATA & EVIDENCE – Continue to facilitate the Place-Based Data Collaborative to build the content, resources and supports identified in the Place-Based Data Framework key components to support PBIs to use data to learn, act, and show the impact of their work on improving the lives of the people and communities they serve.

CONCERTED LEADERSHIP – Build the social infrastructure mechanisms and engagements through which respectful relationships between PBIs, policy people, governments, service providers, and researchers can be developed and sustained. Leverage the existing work around shared decision making to strengthen and extend system processes to shift the locus of power to communities.

Just as the river system changes with the different conditions and inputs, the Rivermap may need to continue to generate new options and reconfigure others; but here is a starting point.



2.7 What do you think about the Systemic Opportunities in the Rivermap?

Two questions were asked of the TPTK collaborative:

1. what opportunities do you see the most value?
2. what practical things could we do to harness our collective assets?

Rivermap Opportunity	What we value and What we could harness
ENGAGED PUBLIC- Partner with Local Government to explore their role in PBIs and opportunities to align governance with local needs and community rhythms.	• develop a strategy to engage directly with newly elected Mayors/Councils in targeted areas after upcoming elections to profile this work and engage them on actions • educate LG on the benefits of PBAs and the support available. I can say from my Council's perspective, we are advocating to LGAQ and LGMA about engaging with more PBAs. • I agree - LG partnerships are such a great opportunity here
SMARTER INVESTMENT- Trial an approach in place that engages communities and funders to develop shared implementation perspective that shifts investment in place to prioritise what matters.	• investment stands out for us as well. All are inter-related though. • all are important but the one that stands out for me is the Smarter Investment. Working with local communities to understand root causes and co designing listening processes and testing solutions together. • might be more of a system leverage opportunity. We will need to leverage smarter investment to build stronger workforces and integrated delivery. • work with all levels of government to get bi-partisan support for developing a model of continuous funding for PB initiatives that is independent.
INTEGRATED DELIVERY- Design and implement a network model that develops and supports a pipeline of emerging community-led PBIs, connects them to supports and resources at a network-level, and codifies and documents learnings.	• the power and impact of the framework will come from the inter-acting and cumulative value of a suite of practical initiatives. I love the networked model of supporting community-led place-based, child-focused initiatives. • immediately I think the resources and networking between PBI's is a significant key for us. • I value the Integrated Delivery and Stronger Workforces opportunities I can see how both could complement each other and could develop broad reach • Integrated Delivery and Data and Evidence opportunities are my top two
DATA & EVIDENCE- Continue to facilitate the Place-Based Data Collaborative to build the content, resources and supports identified in the Place-Based Data Framework	• This part really resonates with me, and I loved the comment around impact, as impact reporting has been a huge opportunity for us and has provided great value and insight to the partners, we work with to quantify, measure and communicate this. • Integrated Delivery and Data and Evidence opportunities are my top two
CONCERTED LEADERSHIP- Build the social infrastructure mechanisms and engagements through which respectful relationships between PBI's, policy people, governments, service providers, and researchers can be developed and sustained.	• how to identify bring together and unify community leaders within a region and build capability where required • I'm wondering if philanthropy could/should be included in project?
STRONGER WORKFORCES- Develop a capability approach that closes the gap between understanding and practice, attributes, and skillsets, and working in complexity.	• Stronger Workforces building on existing approaches such as Brain Builders • I value the Integrated Delivery and Stronger Workforces opportunities I can see how both could complement each other and could develop broad reach



3. Let's Catalyse

PURPOSE: to learn about the co-developed Place-based data framework, explore the key components to see if they capture experience, and seek feedback on the opportunities identified so we can move to action.

3.1 Place Based Data Framework

The Place-based Data Framework Purpose

To guide practitioners in place on building a shared understanding of the 'how to' of accessing, collecting and using data for the purpose of shared measurement and shared decision-making.

Why is this important?

Place-based work is increasingly moving to the centre of policy and investment design. However, despite the interest and growth in PBIs, it has been difficult to make firm conclusions about their effectiveness.

The uncertainty around results is more an issue of 'absence of evidence' than of 'evidence of absence' (Inspiring Communities and Tamarack 2014; Moore et al 2014),

This is leading to a sense of urgency to support and build practice around shared decision making and measurement, which is key to understanding impact.

The report, *Measuring What Matters* (Bridges & Woolcock, 2022), reminds us that *"Data is not an end in itself: data's primary purpose is not just monitoring processes, compliance, and outcomes, but contributing to problem-solving and organisational learning. More and better data will not fix a problem if the absence of such data is not itself the key problem or the binding constraint"*.

The Design Team

The design team is a collaboration between people from the following organisations who have collectively shared their wisdom and practice knowledge to develop a framework:

- Restacking the Odds – Murdoch Childrens Research Institute
- Logan Together
- yourtown
- Gladstone Region engaging in action Together (GRT)
- Misson Australia C4C
- Department of Treaty, Aboriginal and Torres Strait Islander Partnerships, Communities, and the Arts
- Children's Health Queensland
- QCOSS
- University of the Sunshine Coast
- InfoXchange
- Hand Heart Pocket
- Department of Social Services – SPSP
- Department of Health
- Brisbane North PHN
- Southern Moreton Bay Islands
- SEER Data and Analytics
- Thriving Queensland Kids Partnership
- Queensland University of Technology
- Nexus -Foundation Partners
- Griffith University-Regional Insights Data Lab



3.2 The framework

The framework sets out the key components, describes the resources and supports for each component, and outlines leverage points and connections. The below diagram (fig 2) outlines the seven interconnected components and practices that support PBIs in the use of data to share, learn, and act to enable shared decision making and measurement. See appendix 2 for the full overview of framework and actions.

seven interconnected components and practices

that support PBIs use data to share, learn, act to enable shared decision making and measurement

Data Principles

The principles and ways of working that guide the way we access, collect or generate data

Acting Together

The way we come together to absorb the learnings from the data for shared decision making, action and measurement

Learning Together

The way we bring the data types together to learn and make sense about the local system(s) unearth systemic inequalities and opportunities for acting



Conditions

The conditions we need in place to protect, access, generate, receive, hold and absorb data

Enablers

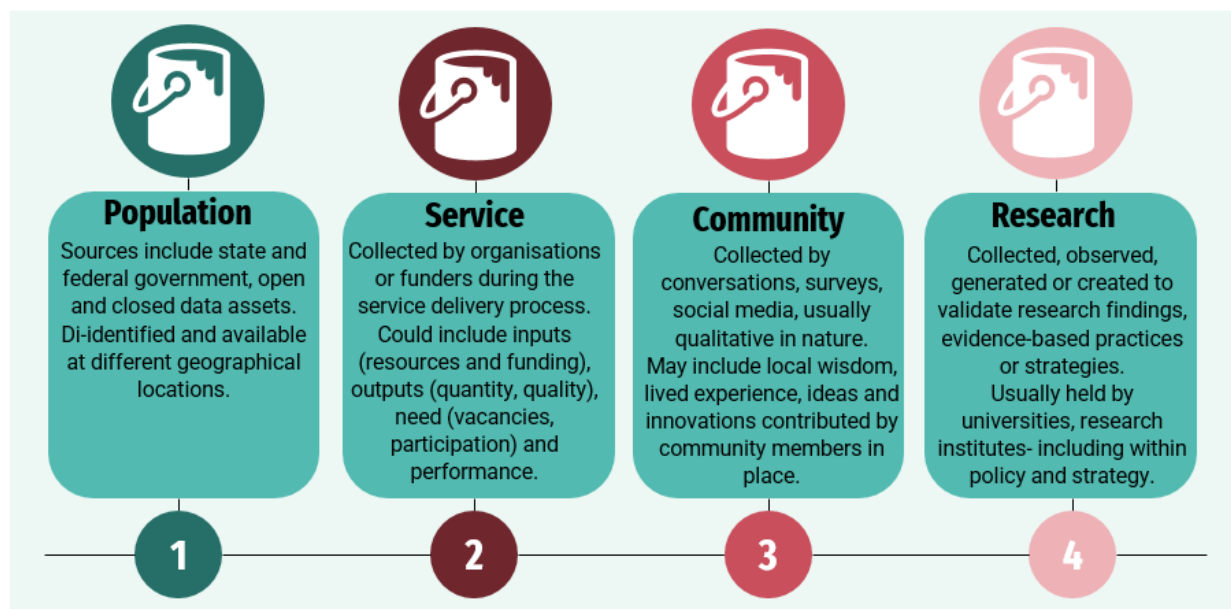
The data skills knowledge, mindsets and capabilities we need in place

Exchanging Knowledge

The way we share data for the purpose of learning together

Data Buckets

Key data types needed to ensure we learn and make sense of local systems



data buckets

reflect the data ecology in which PBIs operate – from the 'macro' world of population data as a broader context for problems and measuring population change over time, through the mid-level of research data, to the 'micro' of service and community data where the problems are experienced at the local level.



3.3 Are we on the right track?

We asked the TPTK collaborative if they gave a thumbs up for the framework, or if there were things that we might need to consider further. **Here is a summary of what we heard:**

- 👍 Because the clarity the framework provides around the data buckets puts us all on the same page. Thumbs up, but need to consider how to fund it and build capability.
- 👍 Because both analytical and anecdotal data sets included.
- 👍 Because it seems holistic yet realistic in its approach and is both general and flexible/ adaptable but provides enough detail to then unpack and provide the needed structure and actions.
- 👍 Because it enables info about systemic inequities to inform collective decisions and priorities, putting investment where it is most needed according to community priorities based on evidence-based initiatives AND needs to further consider how long it will take to get to this holy grail and what can be done in the meantime!!
- 👍 Because we have loads of data to collate, collect and synthesise for our PBI!!! But we have not yet agreed which data is relevant, what data we need, or who should collect the data.
- 👍 Because it provides a clear way to think about some complex concepts.
- 👍 Because even though I was involved in the process, I believe that all aspects of supporting PBIs to utilise data and share has been considered.
- 👍 Because getting this data collected is essential to the success of collective impact initiatives.
- 👍 Because it is a great solid piece of work to continue building on from here.
- 👍 Because it recognises that not everyone lives and breathes data. It provides practical support for this.

We give it a thumbs up BUT we need to consider:

- 👍 But we need to understand the data buckets and their use better.
- 👍 But we need to consider that the map is not the territory.
- 👍 But we need to consider more rigorously how the data acquisition helps make a real impact improving kids' wellbeing.
- 👍 But we need to consider the enormous work involved in supporting different services and sectors to build enough trust to share data in the first place, let alone work together to learn from it.

Some thoughts from the collaborative for the place-based data framework:

- The importance of identifying first the relevant data: love the actions around streamlining the access to data.
- How might we connect with local government around the data they collect and their data holding capabilities?
- Emphasise the importance of qualitative data, the stories behind the data, and ensuring that communities have a chance to make sense of the data.
- Value of guidance, resources or learning opportunities around some of the ethical considerations about the use and sharing of data.
- Recognise the importance of time that it takes to build trust within organisations and between organisations and across the sector.



3.4 The frameworks proposed actions: summary

The framework sets out the key components, describes the resources and supports for each component, and outlines leverage points and connections. Through the discovery phase the design team identified that there is significant investment and progress for PBIs in accessing population data, but not as much effort or investment in the other key components described. It identified that some of the content;

- is available but not easily accessible or not in the format needed,
- has been developed (by one PBI or for a particular area) but not shared due to them needing further development or adaptation to make them sharable, and
- is not available as investment is needed to develop.

Therefore, part of the next phase of building the framework is not only about creating something new, but also connecting the existing supports and resources to make them easily accessible to all PBIs.

The following key components were identified as opportunities for investment:

- **Service Data Bucket** – lack of available data
- **Community Data Bucket** – resources to help with collecting and analysing community intelligence
- **Learning and Acting Together** – how to connect data buckets for learning and acting
- **Exchanging Knowledge** – data access agreements
- **Conditions** – data governance and practical resources
- **Enablers** – skills and attributes needed now and into the future

The following key components were identified as opportunities for investment, see appendix 2 for a full overview of the actions and who might lead this work.

	Community and Service Data Bucket	Practices, methods and tools for collecting, analysing and using community and service data
	Learning and Acting Together	Practices, methods and tools for connecting data buckets to understand the local system and inequalities
	Exchanging Knowledge	Streamline access to population data, along with developing the resources and a network of critical data friends to support practice
	Conditions	Develop and collate practical resources that will support PBIs in generating, receiving, holding and storing data
	Enablers	Describe, codify and document the skills and capabilities needed for accessing and using data for learning, acting and measuring
	Principles	Develop and describe the key place-based data principles
	Framework	Web portal to collate content, learn and test the framework Social Infrastructure that connects place-based data practitioners and cultivates action-based learning Case studies and examples under each of the components



4. Let's Act

Rivermap

The following inclusions were identified for the Queensland Place-Based Rivermap:

Actions raised	Who
A map and list of all the current PBA within Queensland to be included	Rowena Cann and Bec Crompton
Revise the Data and Evidence Opportunity to include "impact"	Rowena Cann

Next Steps

- Identify key stakeholders interested in advancing the opportunities identified- [nominate here](#)
- Develop a strategy and resources for advancing the opportunities identified

Place-Based Data Framework

Actions raised	Who
Highlight the number of state of children reports that have happened at a place-based level in Queensland	Rowena Cann and Geoffrey Woolcock
Connect with Zero Homelessness Project in NSW to learn from the work that they have been doing around data sharing	Bec Crompton

Next Steps

- Explore funding opportunities to implement the actions identified
- Start with the actions that are ready to go!

I yield, I give, I share to get this work done.

If you can

1. Explore the Rivermap (page 5) and Place-based Data (page 10 & Appendix 2) Framework- opportunities and actions
2. Identify the actions or opportunities that you are Interested In
3. Let us know your area of interest by completing this form [via this link](#) or emailing Rowena.cann@aracy.org.au



Appendix 1

Who is and has been involved in Thriving Places, Thriving Kids Collaborative

The aim of the network is to bring together a range of stakeholders who are working or supporting place-based initiatives across Queensland.

Act For Kids	Alliance for Leadership & Learning		ArcBlue-Q Seed Townsville
Brisbane North PHN	Brisbane South PHN		Cairns South Together
Centre for Systems Innovation (Griffith University)	CQ University		Children's Health Queensland
Collective Change	Collaboration for Impact		Communities for Children
Connected Beginnings	Darling Downs & West Moreton PHN	Department of Treaty, Aboriginal and Torres Strait Islander Partnerships, Communities and the Arts	
Department of Education	Department of Health		Department of Premier & Cabinet
Department of Social Services -SPSP (commonwealth government)	Dusseldorp Forum		Gladstone Region engaging in action Together (GRT)
Goonawoona Jungai	Griffith University	Gympie Local Level Alliance (LLA) – Collective Impact in Action	
Hand Heart Pocket	Health and Wellbeing Queensland		Helping Hands Network Foundation
James Cook University	Laidley Community Centre	Local Government Association Qld	
Logan Together	Mackay Regional Council		Mission Australia
Neighbourhood Centres Queensland		Nexus Centre	Pathways to Resilience
Play Matters	Queensland Aboriginal and Torres Strait Islander Child Protection Peak (QATSICPP)		Queensland Brain Institute
Queensland Council of Social Services (QCOSS)	Restacking the Odds – Murdoch Children's Research Institute (MCRI)		Seer Data and Analytics
Southern Moreton Bay Islands (SMBI) Listeners		Stephanie Alexander Kitchen Gardens	Team Bundaberg
The Bryan Foundation	The Salvation Army		The Smith Family
The University of Queensland	Tim Fairfax Family Foundation		Together4Lockyer
University of Southern Queensland	University of the Sunshine Coast		Wesley Mission
Working Visions	Yarrabah Leadership Table		yourtown
Western Downs Regional Council	RealWell		Griffith Regional Data Insights Lab



Appendix 2

Creating a Place-Based Data Framework: Processes and First Phase Outcomes

Creating a Place-Based Data Framework

Data is often cited as the most significant barrier for Place-Based Initiatives (PBIs) to get to shared decision-making and measurement.

In 2023 Thriving Qld Kids Partnership brought together people and organisations who have deep understanding of PBIs, data, and change processes to co-design a Place-based Data Framework that would support PBIs to overcome the systemic data barriers experienced by many.

The purpose is to create a framework to guide practitioners in place on building a shared understanding of the 'how to' of accessing, collecting and using data for the purpose of shared measurement and shared decision-making. We recognise a need to develop an overarching framework to guide efforts in PBIs to access, collect and use data to inform and measure social change. The 'what' includes key components and practical resources that strengthens practices needed to use data for learning and action, help us to understand opportunities for shared learning and capacity building, along with providing the critical data and evidence to understand the impact of their work.

This paper will

- provide an overview of the proposed architecture- the key components, data types,
- describe what needs to be included in the framework to equip PBIs in their journey to shared decision making and measurement, and
- propose the next steps for building the place-based data framework, identifying the current gaps and opportunities.

The design team (below) collaborated over four workshops, co-facilitated by Infoxchange as part of the Data Catalyst Network. The proposed framework is a result of these workshops.

The design team

The design team is a collaboration between people from the following organisations who have collectively shared their wisdom and practice knowledge to develop a framework.

Restacking the Odds – Murdoch Childrens Research Institute (MCRI)	Griffith University
Logan Together yourtown	QCOSS
Gladstone Region engaging in action Together (GRT)	University of the Sunshine Coast
Misson Australia	Infoxchange
Department of Treaty, Aboriginal and Torres Strait Islander Partnerships, Communities, and the Arts	Hand Heart Pocket
Childrens Health Queensland	Department of Social Services – SPSP
Nexus -Foundation Partners (UQ)	Department of Health
	Brisbane North PHN – Southern Moreton Bay Islands (SMBI)
	SEER Data
	Thriving Queensland Kids Partnership
	Queensland University of Technology



Why is it important to build a Place-based data framework?

As place-based work is increasingly moving to the centre of policy and investment design, despite the interest and growth in PBIs, it is difficult to make firm conclusions about their effectiveness. However, the uncertainty around results is more an issue of ‘absence of evidence’ rather than the ‘evidence of absence’ (Inspiring Communities and Tamarack 2014; Moore et al 2014). This is leading to a sense of urgency to support and build practice around shared decision making and measurement, which is key to understanding impact.

Data is a key contributor in this, but for many practitioners’ access to and the effective use of data is one of the most challenging parts of their work. A report by QCOS also indicates that while there is enthusiasm across community organisations to utilise data, methods used are primarily informal and rarely integrated, proposing the following recommendations (i) build data capacity, (ii) standardise approaches to collecting data, (iii) invest in dedicated shared resources.

We know that data is the heart of continuous learning: the regular gathering, analysis, and reporting of data allows PBIs to act and learn what’s working and celebrate success along the way. Even if precise measurement and attribution isn’t possible, analysis of qualitative and quantitative data can illustrate broad directions of travel.

There are lots of gaps in PBI data, this framework will make those gaps clear - providing an invitation for others to fill the gaps with new knowledge. Data is mentioned in most policy documents, working in place requires us to find new ways of accessing and using data to inform change. This requires joined up thinking and a clear strategy.

The boundaries and the scope of the framework

This framework does not address evaluation except where evaluation overlaps with shared decision making and measurement. An excellent discussion on this topic is found in the [Place-based Evaluation Framework developed](#) by Jess Dart (2018) see figure 1.

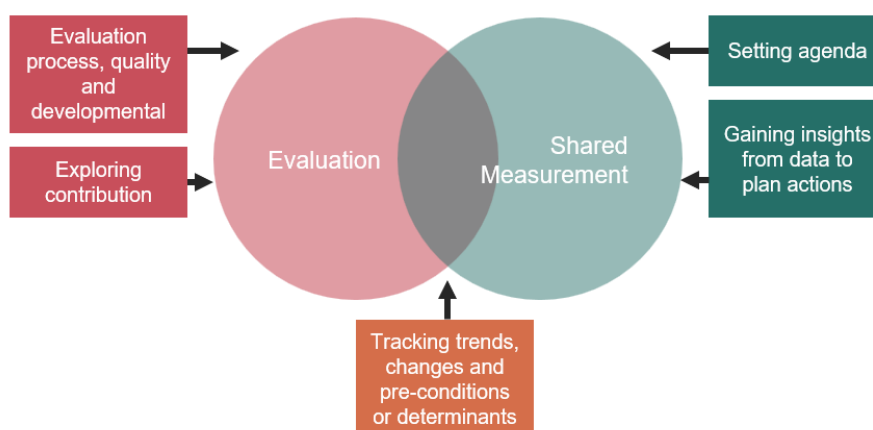


Figure 1

The Scope

Within Scope	Outside Scope
• It addresses the various types of data needed; population, service, administrative, system and local/voice. • It outlines the key elements, preconditions, principles, and processes that enable PBIs to build and use data for learning, acting and measuring. • It provides a high-level overview of tools, techniques and resources that are required to collect, analyse and share data.	• This framework does not cover some of the more technical aspects such as data architecture, including storage platforms.



How the Framework was developed

The Double Diamond Design framework developed by the [Design Council](#) was used and adapted to support deeper inquiry, supporting a process of exploring an opportunity or issue more widely and deeply (divergent thinking) and then developing focused actions (convergent thinking).

The design team met over four workshops, the table below provides an overview of the process.

Discover Workshop 1	Frame the project problem, build the team and get ready for co-design	• How do we describe shared measurement in place-based work? • What are the data elements that inform this? • What can the project leverage, build on or inform? • Who are the end users and what are the users requirements? Draft framework developed
Define Workshop 2	Build understanding and learning from lived experience	• Draft framework shared • What works well? • What is important? • What is missing? • Where are their case examples of good practice? Interviews conducted-case examples gathered
Develop Workshop 3	Make sense of what has been learnt, identify key touchpoints and opportunities	• Case studies shared • Framework refinement and testing • Content developed Framework architecture and content developed and tested
Deliver Workshop 4	Create solutions, test, learn and adapt	• Refined Framework presented for testing • Content finalised • Actions identified Framework action plan developed and projects scoped

The Key Components of the framework

The framework sets out the key components, describes the resources and supports for each component and outlines leverage points and connections. The below diagram (fig 2) outlines the seven interconnected components and practices that support PBIs to use data to share, learn, act to enable shared decision making and measurement. The following pages outline leverage points and connections.

Seven Components of the framework

1. Principles
2. Conditions
3. Enablers
4. Knowledge exchange
5. Learning Together
6. Acting Together
7. Data Buckets

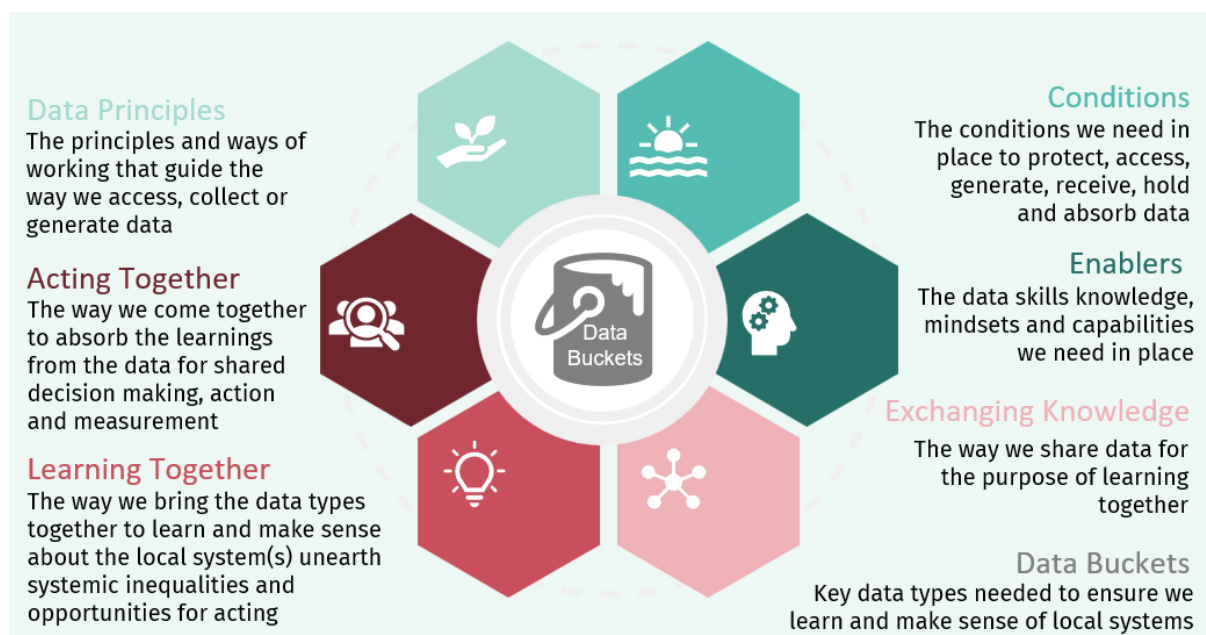


Figure 2

Through the discovery phase the design team identified that there is significant investment and progress for PBIs in accessing population data, but not as much effort or investment in the other key components described.

The following key components were identified as opportunities for investment

- Service Data Bucket- lack of available data
- Community Data Bucket- resources to help with collecting and analysing community intelligence
- Learning and Acting Together- how to connect data buckets for learning and acting
- Exchanging Knowledge- data access agreements
- Conditions- data governance and practical resources
- Enablers- skills and attributes needed now and into the future

The Data Buckets

The report, *Measuring What Matters* (Bridges & Woolcock, 2022), remind us that “*Data is not an end in itself: data’s primary purpose is not just monitoring processes, compliance, and outcomes, but contributing to problem-solving and organisational learning*”. *More and better data will not fix a problem if the absence of such data is not itself the key problem or the binding constraint*”.

PBIs therefore need to embed their approach in a broader problem-solving framework. The key to working with data is first identifying the problem the PBI is addressing, then thinking about what data is needed to understand the problem and generate a solution. PBIs may be well placed to integrate complementary qualitative data and lived experience with broader population quantitative data to apprehend and interpret local contexts and complex realities more accurately.

Four key data types or ‘buckets’ of data for PBIs (fig 3) were identified. The data types reflect the data ecology in which PBIs operate – from the ‘macro’ world of population data as a broader context for problems and measuring population change over time, through the mid-level of research data, to the ‘micro’ of service and community data where the problems are experienced at the local level. These are needed to ensure we learn and make sense of the local system(s) unearthing the inequalities and opportunities for shared decision making and action.



Figure 3

The How – Building the framework

Under each of the interconnected components the design team identified supports and resources that would provide practical assistance for PBIs in the data journey.

The design team worked on building the framework while being guided by general principles that the framework's content needs to be grounded in practice, built collectively and provide:

1. accessible and practical resources (tools, templates, checklists, links)
2. practice support (case examples, guidelines, hints, tips)
3. a structure that enables collective sharing, learning, mentoring and peer support

The table below identifies the content needed for each component, including the data buckets.

Area	What needs to be included in the framework
Population Data Bucket	• List of evidence-based populations measures across the life course and domains of wellbeing • Catalogue of populations data assets (open/closed) and list of who are the data custodians and how to access the data • Data access request (shell template) • Data dictionary • Links to data platforms (ACWDA, QFCC, QCOSS, etc.) • Log to collectively identify data gaps- scope and test instruments for new data assets (social inclusion) • Tips and templates to support developing questions to ask • Data storage and governance requirements
Service Data Bucket	• List of the types and granularity of service level data to explore (demand, quantity, quality, demographics, engagement, outputs, funding, participation, unmet, workflow etc.), including practice support in interpreting the data • Links to policy, strategic and practice guidelines, data manuals • Data collection guide, including definitions, tools, templates (Gladstone) • Data collection templates • Data sharing agreement templates



Area	What needs to be included in the framework
Community Data Bucket	• Supports in generating and accessing community voice and wisdom • List of methodologies and platforms (including examples) for collecting • Consent form template • Tips and uses of social media in gathering community intelligence • Survey tools and templates (with a list of key questions and validated questions) • Tools and supports for analysing qualitative data • Ethical considerations tips and checklists • Techniques to support feedback • Storage, privacy and sharing of community intelligence
Research Data Bucket	• List and links to research, research institutes, peak bodies for different content area expertise • Tools and tips for searching and collecting research (google scholar etc), including the different types of research • Tools on how to combine data sets for analysis and insight generation • Explanation on the role of research including tools and tips for using research to build collective understanding • Research partnership MOU templates
Exchanging Knowledge	• Data sharing agreement templates-How to put in place appropriate government structures • Data maturity model that articulates the different data needs at different stages of initiative maturity. • Tools, methods and platforms (such as AI) for analysis and storage of data • Consideration checklist (e.g. who has access) • Sharing what matters for different audiences - tips on how to visualise data for different audiences- Graphical reporting templates and examples • Tips on addressing bias and assumptions • Content register log of PBIs data projects (i.e. homelessness, first 1000 days) to allow for peer connection and learning
Learning and Acting Together	• Tips, practical examples, and practice support in how to connect and use data to empower communities led decision making (art and heart)- quality continuous improvement • Context and maturity of models • System mapping tools and examples for connecting data • Problem solving canvases
Principles	• Describe the key principles and explain what this looks like in practice • Key areas for principles to cover include - relational not transactional (trust), courageous, strength-based, collaborative, shared ownership and management, no data without narratives, focus on learning, simple and flexible, data at the right time, data sovereignty, protecting the space for deliberation, embracing an active role for qualitative data, focusing on data close to the problem
Conditions	• Description of the capabilities needed in place • Data governance- to support PBIs in generating, receiving, holding, storing, and absorbing data
Enablers	• A list of mindsets and skills needed to support PBIs across the different stages of PBI data maturity • Skills list that can support PBI recruitment of data positions • Links to organisations and their data skills, including examples of how PBIs have utilised external supports



Leverage points

The framework will be continually tested, ensuring we build and leverage what we know and what already exists and to make it available for PBIs to use and adapt to their communities need. This is because most PBIs are accessing and using data they are also creating or sourcing techniques, tools, practices and resources to support them.

Ideally the framework should be hosted online and be regularly updated. Participants agreed that it is important to start with a 'Beta' version that makes resources available sooner (with the caveat that the framework is a work in progress) rather than wait lengthy periods for finalised materials. This is particularly important at a time when AI developments are leading to rapid ongoing changes.

Below is a list that can be drawn upon in the development of the framework content.

Practice Support – case examples, hints and tips

Logan Together	• Identifying robust methodologies to measure and monitor social cohesion • Shared Decision-making practice guide, case study, model • Linked Data project (MADIP, Life Course data)
QCOSS	• Place-based approaches guide and toolkit • Research and Evaluation Network • Resource Hub recordings • Using Consumer data for continuous improvement
SEER	• Indicator bank
Gladstone	• Data Sharing Agreements • Service Data Support and Reports • Data reports
SMBI	• Data Sharing Agreements • Learning Canvas
Restacking the Odds	• Early Childhood Development System Mapping • A framework of evidence-based indicators to measure the quality, quantity and participation of early childhood services
Burnie Works	• How we use data – Impact report 2022-23 • Community Knowledge Collectors
Nexus	• Currently developing a data blueprint to scope data needs, gaps and action and place-based data maturity model
ARACY	• NEST Framework • Wellbeing of Aust Children • Currently supporting several PBI in developing suitable indicators and sourcing data assets available to measure
InfoXchange	• Data Sharing Agreements • Digital Transformation Hub Guides and Resources



Resources – tools, techniques and resources that exist in the ecosystem can support the implementation of the framework

Population Data Bucket- <i>Data Access and Platforms</i>	• QFCC- Growing up in Qld Data Explorer • QCOSS Data Hub • Aust Child and Youth Wellbeing Atlas • ABS Table Builder Advanced – note access only available to universities • Ask Izzy • AIHW – National Child Wellbeing Data Asset – under development • SEER • Dataplace- National Data Commissioner • Data Snapshot – Tasmanian Gov • Breaking Down Barriers Community Profiles • Youth View Data Dashboard • Regional Data Hub- interactive map • Regional Data Hub home page • Qld open data portal
Population Data Bucket – Indicators	• Australian Research Data Commons • ARACY NEST – frameworks, research and reports • Measuring What Matters • AIHW • AIHW scoping child wellbeing measurements • Measuring Disadvantage in Early Childhood – Centre for Community Child Health • RSTO indicator Guide
Service Data Buckets	• Practice guidelines- National Health and Medical Research Council • Data sharing agreements- A guide to data sharing – Stive Together
Community Data Bucket	• Ethical Guidelines – Aust Evaluation Society • Data Ethics Canvas- Open Data Institute • Digital Child Ethics Toolkit
Research Data Bucket	• AIFS survey resources • QCOSS resource hub • Inequalities and Social Action Research Cluster
Exchanging Knowledge	• Data Maturity Plan- Data Orchard NFP Data Maturity Framework • Data Maturity Assessment- Data Maturity Assessment • transforming raw data into value and actionable insight- Data for Social Good • Change Cycle- Collaboration for Impact
Learning and Acting Together	• transforming raw data into value and actionable insight- Data for Social Good • QCOSS resource hub • Social Impact Measurement Network Australia
Principles	• Measuring what matters- principles for a balanced data suite
Conditions	• Data Governance- what you need to know and how to get started • Data Storage • Change Cycle- Collaboration for Impact
Enablers	• Competency Framework- Aust Evaluation Society • Good Data Institute



Resources – tools, techniques and resources that exist in the ecosystem can support the implementation of the framework

AI

- [Australian Framework for Generative AI in Schools](#)
- [Automated Decision Making and Society ARC Centre of Excellence](#)

Next Steps

The framework sets out the key components, describes the resources and supports for each component and outlines leverage points and connections. Through the discovery phase the design team identified that there is significant investment and progress for PBIs in accessing population data, but not as much effort or investment in the other key components described. It identified that some of the content;

- is available- but not easily accessible or not in the format needed
- has been developed (by one PBI or for a particular area) – but not shared due to them needing further development or adaptation to make them sharable
- is not available- in need of investment to develop

Therefore part of the next phase of building the framework is not only about creating new, but connecting the existing supports and resources to make them easily accessible to all PBIs.

The following key components were identified as opportunities for investment

- **Service Data Bucket**- lack of available data
- **Community Data Bucket**- resources to help with collecting and analysing community intelligence
- **Learning and Acting Together**- how to connect data buckets for learning and acting
- **Exchanging Knowledge** - data access agreements
- **Conditions**- data governance and practical resources
- **Enablers**- skills and attributes needed now and into the future

The co-development phase identified the following areas for collective action

- ◆ The approach to the implementation of the Framework is viewed as an opportunity in and of itself to apply, test and learn together, in addition to each action and activity
- ◆ To support the action plan implementation the team will codesign a collective approach and ways of working (using the Data Framework of exchanging knowledge, learning together, acting together) to guide the individual actions, activities and ways of understanding the impact.
- ◆ The proposed data lab (for testing and learning) will provide the social infrastructure for collective learning and measuring impact

Framework Component	PROJECT SUMMARY		Lead Organisation	Phased Approach	
				2024	2025
• Framework	1.	Web Portal to house framework resources	TQKP		
• Learning Together	2.	Practices, methods and tools for connecting data to understand the local system and inequalities	Restacking the Odds -MCRI		
• Acting Together		Applied learning package to support practitioners in connecting data	Griffith Regional Insights Data Lab (RIDL)		
• Community Data Bucket	3.	Practices, methods and tools for collecting and analysing community data buckets	Potential lead- Griffith RIDL or ARACY		
• Service Data Bucket	4.	Practices, methods and tools for collecting and analysing service data buckets	Gladstone Region Engaging in Action Together (GRT)		
• Population Data Bucket	5.	Streamline access to population data, along with developing the resources and a network of critical data friend to support practice	Qld Government – Dept of Treaty, ATSI Partnership, Communities and the Arts		
• Exchanging Knowledge		Explore opportunities to align, share and/or leverage data and evaluation expertise efficiently, across multiple communities	TBC- QCOSS currently provide a help desk and Nexus model could include this function		
• Principles	6.	Develop the key PBIs data principles and describe what they look like in practice	Infoxchange + Design Team		
• Framework	7.	Develop case studies/examples on each of the framework components	Potential Lead SEER or ARACY		
• Enablers	8.	Describe, codify and document the skills and capabilities needed for accessing and using data for learning, acting and measuring together	University of Sunshine Coast		
• Conditions		Develop learning modules for existing undergraduate courses	TBC		
• Framework	9.	Data Lab- shared testing, learning and problem solving infrastructure	TQKP		
		Learning Canvas platform to test and build capability and legitimacy by delivering results	Brisbane South PHN		
• Conditions	10.	Collate practical resources that will support PBIs in generating, receiving, holding and storing data	Infoxchange		



Framework Component	Actions	Key Activities	Lead	Advisors
Population Data Bucket Exchanging Knowledge	5. Streamline access to population data, along with developing the resources and a network of critical data friend to support practice	- Develop the data request templates (shell) and supporting guidance - Explore the best way to support PBIs in understanding what open/closed Qld Data is available, where you need to go, and how to access it - Develop a list of data content experts (network of critical friend bank) for PBIs to contact for initial support, including a guide/checklist that can support the PBIs in the conversation- <i>explore the opportunity to support the expansion of QCOSS's Data helpdesk function for the PBIs to support and use data</i> - Build a data access shared agreement (<i>Qld customer and digital group</i>) - Explore opportunities to align, share and/or leverage data and evaluation expertise efficiently, across multiple communities	Andrew Barr Queensland Government Dept of Communities	- Mel- GRT - Rhetta/Tom - Griffith RIDL - Amy- QCOSS - Shelley-SEER - Sherena-RSTO - Claire Flynn- CHQ
Principles	6. Develop the key PBIs data principles and describe what they look like in practice	- Analyse gathered information from research and stakeholder engagement and draft key data principles for PBIs based on transparency, accountability, privacy, equity, participation, security: Implementation, sustainability - Refine principles to adopt the PBI framework language - Analyse and identify how each CARE and FAIR principle aligns with the developed PBI data principles. - Develop practical examples of how each principle translates into concrete actions within the PBI framework. - Define clear governance procedures for implementing the PBI data principles and aligning them with CARE and FAIR.	Dr Kristen Moeller-Saxone Inboxchange	Place-based Data Framework Design Team
Framework	7. Develop case studies/examples on each of the framework components	- Outline of case study structure, including design and content - Agree on a list of case studies for inclusion - Set up/conduct interviews with relevant parties - Write content, including two rounds of edits - Source and/or record content (remotely) - Final design to be PDF and/or webpages as determined in a full scoping process.	TBC Shelley Boswell SEER Data and Analytics Comms Team ARACY	PBI Reps
Enablers	8. Describe, codify and document the skills	Fund (or seek funding) for a project(s) that Phase 1	Phase 1 Kara Lilly_University of Sunshine Coast	Andrew Barr- State Gov



Framework Component	Actions	Key Activities	Lead	Advisors
	and capabilities needed for accessing and using data for learning, acting and measuring together	- describe, codify and document the skills and capabilities needed for accessing and using data for learning, acting and measuring together (at each stage of PBIs- maturity level CFI collaborative change cycle) - develop PBI data position descriptions (<i>describing the capability and attributes for different data roles</i>) - scope the current courses that are developing the PBIs data skills and if the course content covers place-based/collective impact frameworks (ie health promotions, community relations, social innovation, international development, data science etc.		- Rhetta GU - Infoxchange - Michelle- Logan Together - PBI Reps
		Phase 2 develop place-based learning materials to incorporate into existing courses- that have focus on place	Phase 2 Identified through phase 1	
Conditions + Framework	9. Develop the social infrastructure that connects place-based data practitioners and cultivates space for peer-to-peer learning, relationship-building, and reflection	- Design PBI Data lab learning space to test the component content and identify opportunities for further development with key PBI, Government and Funders - Deliver 4 PBI Data Lab (per year) to enable the collective testing of and learning from the projects and to understand and measure the impact of the activities- (formative evaluation process) - Utilise the Learning Canvas as a shared learning platform, and test and build capability and legitimacy by delivering results.	Rowena Cann Thriving Qld Kids Partnership Craig Cunningham Brisbane South PHN	- Place-based data framework action leads and advisors - Funding Partners - Griffith Centre for Systems Innovation
Conditions	10. Develop and collate practical resources that will support PBIs in generating, receiving, holding and storing data	Develop toolkits for each stage of data management: Data Capture: - Guidance on selecting appropriate tools based on data needs (e.g., paper surveys, online forms, mobile apps). - Tips for designing data collection instruments for clarity and accuracy. - Best practices for data quality control and validation. Data Storage: - Overview of different data storage options (e.g., cloud storage, local servers). - Guidelines for selecting secure and reliable storage solutions. - Data backup and disaster recovery procedures. Data Sharing and Exchange: - Secure data sharing protocols and platforms.	Dr Kristen Moeller-Saxone Infoxchange	PBI Reps



Framework Component	Actions	Key Activities	Lead	Advisors
		• Data anonymization and privacy protection techniques. • Agreements and guidelines for data sharing between stakeholders.		